

# LIBERATED ETHNIC STUDIES MODEL CURRICULUM



## Critical Reflexivity Journals

Grade Level: 7th-12th

[Link to the Slides for this lesson Plan](#)

**Purpose (What will students learn from this lesson?):** This lesson is to allow students to reflect on and share stories of “self” using Gloria Anzaldua’s seven stages of *conocimiento* and a Critical Reflexivity Journal.

**Unit Enduring Understandings Alignment:**

- We understand that stories of our “selves,” others the social world around us are meaningful for individual and community sense of love and learning.
- We understand that while studying where we are from, it is also critical to engage ourselves in developing critical consciousness, sense of community, and reclaiming hope and healing.

**Essential Questions:**

- What is *conocimiento* and why is it a form of radical healing?
- What is *testimonio* and how is it a tool for resistance?

**Essential Skills:**

- Reading & Writing
- Social Emotional Health: Empathy and Understanding

**Cultural Wealth (Yosso, p. 78):**

- **Navigational capital** refers to “skills of maneuvering through social institutions.

## LIBERATED ETHNIC STUDIES MODEL CURRICULUM

Historically, this implies the ability to maneuver through institutions not created with Communities of Color in mind. For example, strategies to navigate through racially-hostile university campuses draw on the concept of academic invulnerability, or students' ability to 'sustain high levels of achievement, despite the presence of stressful events and conditions that place them at risk of doing poorly at school and, ultimately, dropping out of school' (Alva, 1991, p. 19)" (p. 80).

- **Social capital** can be understood as "networks of people and community resources. These peer and other social contacts can provide both instrumental and emotional support to navigate through society's institutions... Mutualistas or mutual aid societies are an example of how historically, immigrants to the US and indeed, African Americans even while enslaved, created and maintained social networks... This tradition of 'lifting as we climb' has remained the motto of the National Association of Colored Women's Clubs since their organization in 1896" (p. 79-80). *Several characters of this play represent those who become resources for other members of the same immigrant community.*
- **Linguistic capital** includes "the intellectual and social skills attained through communication experiences in more than one language and/or style... Linguistic capital reflects the idea that Students of Color arrive at school with multiple language and communication skills. In addition, these children most often have been engaged participants in a storytelling tradition, that may include listening to and recounting oral histories, parables, stories (cuentos) and proverbs (dichos)" (p. 78-79).
- **Resistant capital** refers to "those knowledge and skills fostered through oppositional behavior that challenges inequality... This form of cultural wealth is grounded in the legacy of resistance to subordination exhibited by Communities of Color... Furthermore, maintaining and passing on the multiple dimensions of community cultural wealth is also part of the knowledge base of resistant capital" (p. 80)

### **Ethnic Studies Principles Alignment:**

- 3. Center and place high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge;
- 7. Conceptualize, imagine, and build new possibilities for post-imperial life that promotes collective narratives of transformative resistance, critical hope, and radical healing.

### **Standards Alignment:**

- Production and Distribution of Writing:

#### **9-10th Grade**

CCSS.ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

# LIBERATED ETHNIC STUDIES MODEL CURRICULUM

## 11-12th Grade

### CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- CA ELD Standards
    - C. Productive
      - 9. Expressing information and ideas in formal oral presentations on academic topics
      - 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
      - 11. Justifying own arguments and evaluating others’ arguments in writing
      - 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas
- SL.9–10.4–6; L.9–10.1, 3 W.9–10.1–10; WHST.9–10.1–2, 4–10; L.9–10.1–6 W.9–10.1, 8–9; WHST.9–10.1, 8–9; L.9–10.1–3, 6 W.9–10.4–5; WHST.9–10.4–5; SL.9–10.4, 6; L.9–10.1, 3, 5–6

### **Modifications, Accommodations, Resources for Multilingual Students:**

<ul style="list-style-type: none"> <li>● Translanguaging permitted in the poetry writing</li> <li>● Translation into the home language.</li> </ul>	<ul style="list-style-type: none"> <li>● Use of movement, music and props to express universal concepts and enduring understandings.</li> </ul>
--	---

### **Critical Vocabulary (also found on Critical Concepts slide (8):**

<b>CRITICAL VOCABULARY</b>	<b>Definition and Rationale for choosing this word, phrase, or concept</b>	<b>Idea for pre-teaching or front-loading the concept.</b>
<b>testimonio</b>	“A methodology that prioritizes and validates socially and politically marginalized people’s stories through the gathering of narratives that seek to challenge hegemonic discourses and Eurocentric frameworks.”	This statement needs to be broken down to understand the parts and allow students to understand what it means. Concentrate on

# LIBERATED ETHNIC STUDIES MODEL CURRICULUM

		unpacking the words highlighted in blue on the slides.
<b>conocimiento</b>	Conocimiento, or critical reflexivity, is a process of conscious de-construction/ re-construction of the self, others and the social world.	This statement needs to be broken down to understand the parts and allow students to understand what it means. Concentrate on unpacking the words highlighted in blue on the slides. They can be first defined literally and then revisited after learning about the seven stages of conocimiento to define them metaphorically as they pertain to the self, others and the social world.

## C1: Cultural Ritual and/or Energizer Slides 1

**Description:**

How will you engage the students? This energizer contributes to setting the “culture” of the classroom while also connecting the main concepts of lesson plan to the students prior experiences/knowledge/interests.

We encourage Ethnic Studies lessons starting off with land and ancestor acknowledgement.

# LIBERATED ETHNIC STUDIES MODEL CURRICULUM

Example provided in the slides.

	DESCRIPTION	TIME
<b>Slide 1-2</b>	<b>Introduction Slides</b>	<b>2 min</b>
<b>Slide 3</b>	<b>Land Acknowledgement</b>	<b>2 min</b>
<b>Slide 4</b>	<p><b>Cultural Production is the CRJ Critical Reflexivity Journal</b></p> <p>Give students this link for a forced copy of their own Critical Reflexivity Journal. CONSIDER DOWNLOADING A COPY FIRST, CHANGING IT TO YOUR NEEDS, THEN GIVING YOUR STUDENTS A NEW FORCE COPY LINK. It is perfectly okay to use the one linked below and show students how to add pages, etc. You will want a system to ensure they share and give you digital access to their journal so you can engage in Critical Dialogue with them. And you can also use a good old-fashioned hardcover and paper journal as well.</p> <p><a href="https://docs.google.com/presentation/d/1pmTwnsX2xbSwWFbsgHnysoceph2O5PpONI0TOBHSKTA/copy">https://docs.google.com/presentation/d/1pmTwnsX2xbSwWFbsgHnysoceph2O5PpONI0TOBHSKTA/copy</a></p>	
<b>Slide 5</b>	<p><b>Ancestor Acknowledgement - Gloria Anzaldua</b></p> <p>It is very important to highlight that she is feminist scholar who envisioned the stages of conocimiento that led to this critical reflexivity journal project. There is a script in the comments below this slide. You can use that or feel free to add your own additional text. We believe this is the bare minimum.</p>	<b>4 min</b>
<b>Slides 6-7</b>	<p><b>Cultural Energizer - QUESTIONS</b></p> <p>Think-Pair-Share</p> <p>These questions are fundamental and can be revisited in the conclusive dialogue once the students have undergone critical reflexivity.</p>	<b>10 min</b>

## C2: Critical Concepts

	DESCRIPTION	TIME
<b>Slide 8-18</b>	<b>Critical Concepts: (See critical vocabulary above)</b>	<b>40 min</b>

# LIBERATED ETHNIC STUDIES MODEL CURRICULUM

	<p><b>Testimonio</b>  <b>Conocimiento</b>  <b>The Seven Stages of Conocimiento</b></p> <p>Break down the definitions both literally and then return to them after going over stages of conocimiento to look at them more figuratively as they pertain to the self, others and the social world.</p>	
--	---	--

## C3: Critical Cultural Production

STEP	DESCRIPTION	TIME
<p><b>Slides 5 through the end of the CRJ</b></p>	<p>The Critical Reflexivity Journal is the Critical Cultural Production. The CRJ is designed to allow for note taking that goes with the slides (Cultural energizer, Critical Concepts and taking notes from the articles you choose. The notes should be taken in relation to which of the seven stages they find themselves in while exploring the content of the article. All students will find themselves in a different stage and all students will change as they grow.)</p> <p>Titles B, C &amp; D: An article, movie, text, artwork, etc. that you will analyze using the seven stages of conocimiento, preferably works of Gloria Anzaldua. Here is a list of potential articles.</p> <ol style="list-style-type: none"> <li>1. <a href="#">LA CONSCIENCIA DE LA MESTIZA: TOWARDS A NEW CONSCIOUSNESS</a> by Gloria Anzaldua</li> <li>2. <a href="#">THE BORDERLANDS/LA FRONTERA</a> by Gloria Anzaldua (the two chapters above are taken from this book; this is the entirety of the book and you can choose a chapter that you would like to study)</li> </ol>	<p>Depends on how many chapters, articles or texts you use for this Critical Reflexivity Journal, how complex they are and how foundational those texts are.</p>

## C4: Conclusive Dialogue/Critical Circular Exchange

<p><b>Connection:</b> How is this relevant to</p>	<p>Students will create a Critical Reflexivity Journal. You can choose if your students will benefit from small group</p>
---	---



# LIBERATED ETHNIC STUDIES MODEL CURRICULUM

<p>students? How is it relevant to the unit? How do you bring back to the PURPOSE of the unit?</p>	<p>presentations, whole group presentations or sticking to just teacher and student CRJ dialogue.</p>
<p><b>Assessment:</b> How will the students be assessed?</p>	<p>Students will be assessed by their meaningful participation in the CRJ. A rubric is not provided but is suggested.</p>
<p><b>Evaluation:</b> How will the effectiveness of this lesson plan be evaluated?</p>	<p><i>The students will write their Critical Reflections in their Critical Reflexivity Journals.</i></p>

## RESOURCES

“Latinx/Chicanx Students on the Path to Conocimiento: Critical Reflexivity Journals as Tools for Healing and Resistance in the Trump Era” by Jesica Siham Fernández and Alejandra Magaña Gamero (Santa Clara University - DOI: <https://doi.org/10.24974/amae.12.3.404>)

## Materials:

<p>Slides:</p> <p> LESMC Ch 3 7-12 Critical Reflexivity Journal.pptx</p>	<p>Critical Reflexivity Journals:</p> <p>This is a force copy that you can download and revise before assigning. You can also use this exact one. And of course, you can go to authentic hard copy paper and hardcover journals.</p> <p> LESMC Ch 3 7-12 Critical Reflexiv...</p>
---	--

Lesson Plan Contributors: Lupe Carrasco Cardona

[lupeycardona@gmail.com](mailto:lupeycardona@gmail.com)

@lupeycardona on social media